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ABSTRACT

Text, illustrations, and exercises are utilized in these four learning modules to instruct health sciences students and other interested persons in the various stages of human development. The first module, designed by Eleanor Yapundich for associate degree nursing students learning about growth and development, examines the fundamental biological, psychological, and social characteristics of various stages in the human life cycle. It also introduces students to the development theories of Erickson and Freud. The second module, by Antoinette Lenahan, is designed for parents, as well as for students in nursing, child care, and social work. This module examines the interrelation of physical, social, emotional, and intellectual development in children. The third module, designed by Rochelle Stein for the general public, looks at the physiological changes that accompany old age. The fourth module, written by Nadine Eisen for persons facing their death or a death in their family, explains normal psychological responses to one's death and discusses means of coping with these responses. Each of the modules delineates learning objectives, presents information and illustrations, provides reinforcement exercises with immediate feedback, and concludes with a post-test and accompanying answer key. The amount of time required to complete the modules varies with each, ranging from 20 to 30 minutes. (JP)

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HEALTH INSTRUCTION PACKAGES:

THE HUMAN LIFE CYCLE

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A PROJECT OF THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

A QUICK WALK THROUGH THE LIFE CYCLE VIA GROWTH AND DEVELOPMENT

By

Eleanor F. Yapundich

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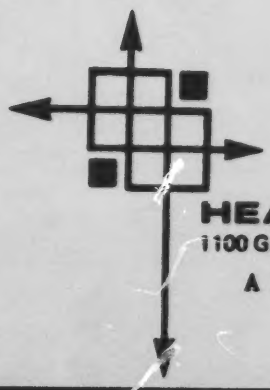
TITLE OF PACKAGE:	A Quick Walk Through the Life Cycle via Growth and Development
AUTHOR:	Eleanor Yapundich, R.N.
INSTITUTION:	American River College, Sacramento, Calif.
INTENDED STUDENTS:	Beginning ADN students studying Growth and Development
ESTIMATED WORKING TIME:	20 minutes
MATERIALS NEEDED:	None

FIELD TEST COPY



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INTRODUCTION

The purpose of this module is to give you a brief overview of growth and development of all ages. This unit is based on the information you obtained from Unit I. If you have not completed Unit I, please do so before proceeding any further.

Enjoy the module!! I will be corresponding with you during this module.

LEARNING IS FUN!!!!!

It's okay to if you feel like it!!

OBJECTIVES OF THE UNIT

Overall Objective

To help the student gain ability to give a brief overview of growth and development of all age groups.

Sub-Objectives

When you successfully complete this module, you will be able to:

1. List the three kinds of growth
2. Identify two men who have contributed to the study of psychodevelopment
3. List the ages and names of the stages used in Erikson's psycho-social development
4. State the ages and names of the stages used in Freud's theory of personality development and whether or not they replace each other or are united
5. Identify the stages of:

    a. most rapid growth
    b. least growth
    c. peaked motor skills
    d. least growth and development

In addition, it is hoped that the student would answer the following questions. These will be used to improve the package.

1. Did you enjoy the module or were you bored?
2. Did it stimulate you to do further study about growth and development?
3. Did it build on your information from the previous module, Unit I?

PRACTICE EXERCISE #1

There are three kinds of growth: biological, social, and psychological. Social and psychological will be combined and will be referred to as psychosocial development.

The intellectual, emotional, social and moral components can be combined into what is often referred to as psychosocial development. We will be looking at both Erikson's and Freud's approach to this area. Erikson has identified eight stages of psychosocial development.

Practice Question #1

1) Can you state what the three kinds of growth are?

2) Who are the two men who will be referred to in relation to psychosocial development?

3) Define psychosocial development.

4) How many stages of psychosocial development has Erikson identified?

Feedback

1) You are correct if you listed biological, social, and psychological as the three kinds of growth.

2) Erikson and Freud are the two gentlemen you will be pursuing for a while.

3) Intellectual, emotional, social, and moral are the components that make up the definition of psychosocial development.

4) You are absolutely correct if you stated that there are eight stages of Erikson's psychosocial development.

You're doing fine.

If you missed a couple, quickly review the information and try again.

PRACTICE EXERCISE #2

Please study the following sheet (see insert of ERIKSON'S PSYCHO-SOCIAL THEORY OF DEVELOPMENT). Do not memorize but try to associate the stages with the graphics.

Practice Question #2

1) Which age groups are in stages 3, 6, 8 of Erikson's psychosocial development?

2) List the stages of psychosocial development found in stages 2, 4, and 7 of Erikson's psychosocial development theory.

It is all right to refer to the chart if you having difficulty with the answers.

ERIKSON'S PSYCHOSOCIAL THEORY OF DEVELOPMENT

STAGE 1
BIRTH TO 1 YR.
TRUST
MISTRUST
STAGE 2
2 TO 4 YRS.
AUTONOMY
NO I DON'T WANT TO GO TO BED!
SHAME-DOUBT
I SHOULD HAVE GONE TO BED WHEN MOMMY TOLD ME.
STAGE 3
4 TO 5 YEARS
INITIATIVE
WHAT NICE MUD PIES YOU MADE.
GUILT
I GOT MYSELF MUDDY MAKING PIES. I SHOULDN'T HAVE DONE THAT.
STAGE 4
6 TO 11 YEARS
INDUSTRY
I'M CURIOUS ABOUT WHERE RAIN COMES FROM.
WHY CAN'T I UNDERSTAND RAIN?
INFERIORITY
STAGE 5
IDENTITY & REPUDIATION
I AM STARTING TO FIND WHO I AM.
I'M CONFUSED AS TO WHO I AM.
IDENTITY DIFFUSION
STAGE 6
YOUNG ADULTHOOD
INTIMACY & SOLIDARITY
I REALLY LOVE YOU.
ISOLATION
I'M FINE THE WAY I AM. I DON'T NEED ANYONE ELSE.
STAGE 7
MIDDLE YEARS
GENERATIVITY
I KNOW WHAT I HAVE ACCOMPLISHED BUT I HAVE SOME THINGS LEFT TO DO.
I'M NOT SATISFIED WITH MY ACCOMPLISHMENTS BUT I'M TOO OLD TO CHANGE NOW.
SELF-ABSORPTION OR STAGNATION
STAGE 8
OLD AGE
CONTENT
LIFE HAS BEEN GOOD TO ME AND I AM SATISFIED AND HAPPY.
I HAVE NOTHING TO LIVE FOR. I MAY AS WELL BE DEAD.
DESPAIR

Feedback

1) If you said that Stage 3 contained the 4- to 5-year-old age group; Stage 6 - the young adulthood group; and Stage 8 - the old age group.....You are CORRECT!

If not Please go back and restudy the chart.

2) The stages of psychosocial development found are:

Stage Two (2) - Autonomy vs. Shame and Doubt

Stage Four (4) - Industry vs. Inferiority

Stage Seven (7) - Generativity vs. Self-absorption or Stagnation

HOORAY! You made it!!

If not, Please try again, you CAN DO IT!!

PRACTICE EXERCISE #3

Freud's three stages of development are the oral, anal, and phallic. Taken together, they are called the pregenital period; this occupies the first five years of life. The final stage of development is the genital sexuality which usually occurs around adolescence. The pregenital and genital stages unite to become the genital stage.

Practice Question #3

1) List Freud's three stages of pregenital development

2) At what age does this usually occur?

3) What is the final stage of development and at what age does it occur?

4) Does the genital stage replace the pregenital?

Feedback

Now let's take a quick look at Freud.

1) The three (3) stages of pregenital development are: oral, anal, and phallic.

2) This pregenital stage usually occurs during the first five years of life.

3) The final stage of development is the genital sexuality which usually occurs around adolescence.

4) The two stages unite and become the genital stage.

THAT WASN'T SO DIFFICULT WAS IT?

(Please circle.)

YES NO

PRACTICE EXERCISE FOR OVERALL OBJECTIVE

You will now look at an overview of growth and development.

(REFER TO INSERT SHEET ON PAGES 9A and 9B.)

Practice Question #4

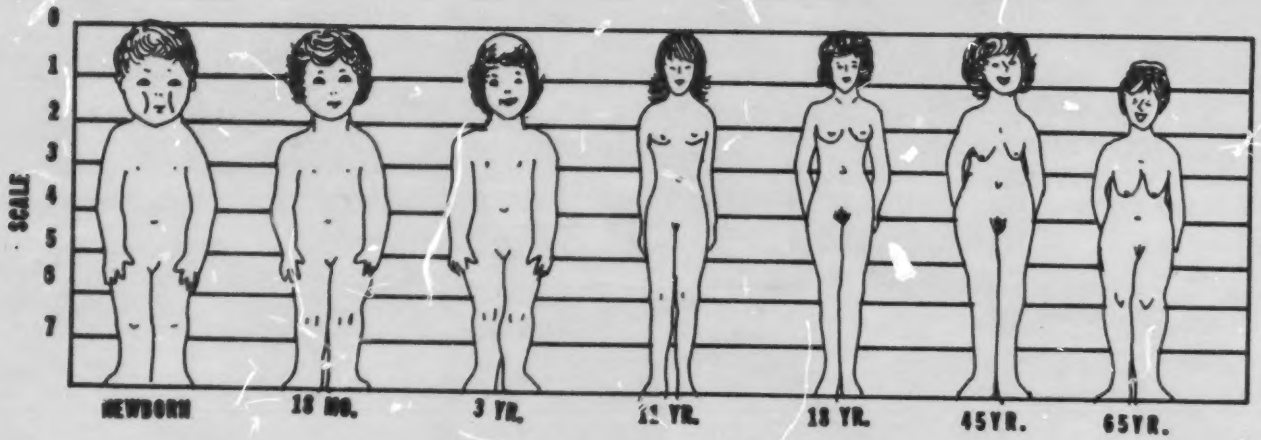
Using the Growth and Development Chart:

1) Identify the stage of most rapid growth
   Identify the stages of decreased growth

2) In which stage of development does cognitive ability begin to accelerate and where does it begin to decline?

3) In which stage are motor skills at their peak?

4) Which stage of growth and development experiences the least growth and development?



GROWTH AND DEVELOPMENT

STAGES	GROWTH	DEVELOPMENT
1. INFANCY	Rapid Growth	Beginning of motor skills
2. TODDLER	Slower Growth	Increase in motor skills, walking
3. Pre-school	Slow Growth	Increase in physical Activity; further coordination of motor mechanisms; rapid learning
4. SCHOOL	Steady Growth	Increase in skills and intellectual processes
5. PRE-ADOLESCENT	Increase in Growth Rapid weight gain	Endocrine and sex organ changes
6. ADOLESCENT GIRLS	Decrease decelerating and terminal growth. Increase in muscle growth.	Increase in motor skills --- peak Secondary sex characteristics

GROWTH AND DEVELOPMENT (cont.)

STAGES	GROWTH	DEVELOPMENT
7. ADOLESCENT BOYS	Maximum postnatal growth	Increase in skills Increase in growth and maturation of sex organs
8. EARLY ADULTHOOD	Steady Muscle growth at maximum Strength	Reproduction ability at maximum level Cognitive ability increases
9. MIDDLE AGE	Muscle growth decreases weight gain	Reproductive ability decreases Cognitive ability decelerating, replaced by maturity and experiences. Motor skills decelerating
10. OLD AGE	Decrease in growth Decrease in muscle growth	Cognitive decreases; motor skills decrease; deceleration of viral functions.

Feedback

HELLO! ARE YOU READY?

1) If you identified rapid growth occuring during ADOLESCENT BOYS and decreased growth in old age you are correct!

2) Cognitive ability begins to accelerate at SCHOOL AGE and begins to decline at middle age.

3) Adolescence is the peak period for motor skills.

4) Old age is the point of LEAST growth and development.

GOOD SHOW!!

POST-TEST

1. List three kinds of growth

2. List the ages and names of the stages used in Erikson's psycho-social development

3. State the classification of the stages used in Freud's theory of personality development and whether or not they replace each other.

4. Which of the following is the stage of most rapid growth?

   a. Toddler
   b. Early adulthood
   c. Adolescence
   d. School

5. Which one of the following is the stage of least growth?

   a. Infancy
   b. Old age
   c. Pre-school
   d. School

6. During which of the following stages are the motor skills at their peak?

   a. Infancy
   b. School
   c. Early adulthood
   d. Adolescence

7. Which one of the following stages experiences the least growth and development?

   a. Old age
   b. Pre-school
   c. Middle age
   d. Toddler

ANSWERS TO POST-TEST

1. biological, social, and psychological

2.

Stage 1:	Birth to 1 year	Trust vs. Mistrust
Stage 2:	2 to 4 years	Autonomy vs. Shame-Doubt
Stage 3:	4 to 5 years	Initiative vs. Guilt
Stage 4:	6 to 11 years	Industry vs. Inferiority
Stage 5:	12 to 18 years	Identity & Repudiation vs. Identity Diffusion
Stage 6:	Young Adulthood	Intimacy & Solidarity vs. Isolation
Stage 7:	Middle Years	Generativity vs. Self-absorption or Stagnation
Stage 8:	Old Age	Content vs. Despair

3. The three stages are oral, anal, and phallic. They do not replace each other. They unite to become the genital stage.

4. c. Adolescent boys

5. b. Old age

6. d. Adolescence

7. a. Old age

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INTERRELATEDNESS OF PHYSICAL, SOCIAL, EMOTIONAL AND INTELLECTUAL DEVELOPMENT IN CHILDREN

By

Antoinette Lenahan

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TITLE:	Interrelatedness of Physical, Social Emotional and intellectual Development in Children
AUTHOR:	Antoinette Lenahan
INSTITUTION:	Merritt College, Oakland, Calif.
INTENDED STUDENTS:	Nursing (review); child care and development; social work; parents
ESTIMATED WORKING TIME:	25 minutes
MATERIALS NEEDED:	None
REVISED:	October 1, 1977

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INTRODUCTION

THE CHILD consists of many parts which act in an integrated fashion. His intellectual functioning is related to his physical well-being; his physical health may be sharply affected by his emotions; his emotions are influenced by school success or failure, by his physical health and by his intellectual adequacy. This is not a simple one-to-one relationship but rather a DYNAMIC INTERRELATIONSHIP which may affect all areas of development and is manifested in the way the WHOLE CHILD reacts to home, school, family and friends. The child is then seen as being MORE than the SUM OF HIS PARTS!

OBJECTIVES OF UNIT

You will be able to describe the dynamic interrelation of physical, social, emotional and intellectual development of children, with appropriate examples.

In working through the package, you will:

List four major areas of development

Identify from examples situations illustrating the dynamic interaction of the four areas of development such as the following:

a. physical development affecting social development

b. social development affecting emotional development

c. emotional development affecting intellectual functioning

d. intellectual development affecting physical development

Write a hypothetical case history illustrating the dynamic interrelation of growth in the four areas of development.

PRACTICE EXERCISE #1

For this unit we will be discussing the follcwing four general areas of development:

SOCIAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

INTELLECTUAL DEVELOPMENT

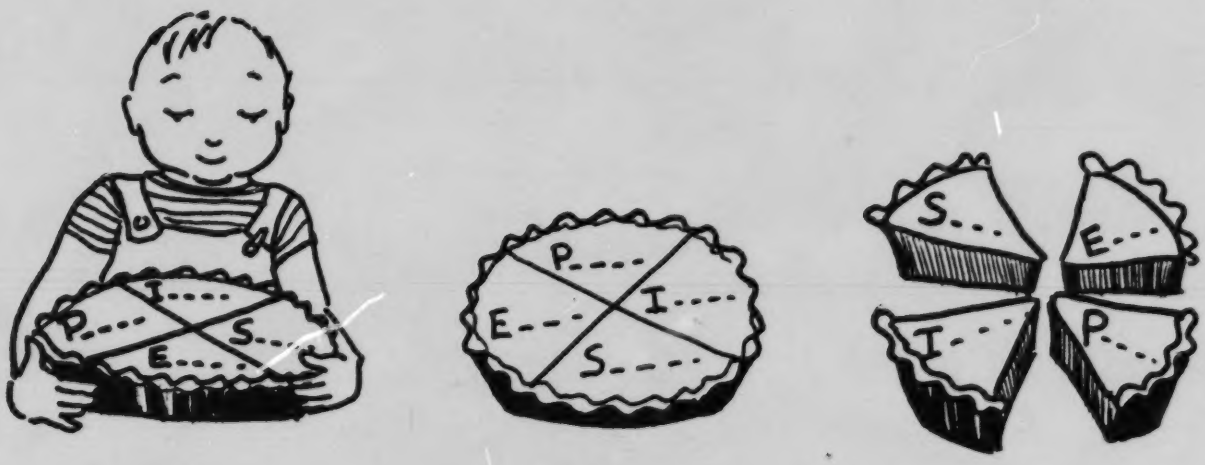
PHYSICAL DEVELOPMENT

Be sure you learn these four areas so that you can readily recall them. There is no particular order in which these should be remembered. However, some students find these easier to recall by remembering that the <u>first</u> letter of each word can spell the word "PIES"

P - physical
I - intellectual
E - emotional
S - social

<u>Practice Question #1</u>

a) Cover the section of this page directly above and complete the "PIES" in the following picture -- See below -- by completing the words in each section:



b) Cover the pictures above and list the four major areas of development.

Have you listed the four areas as follows:

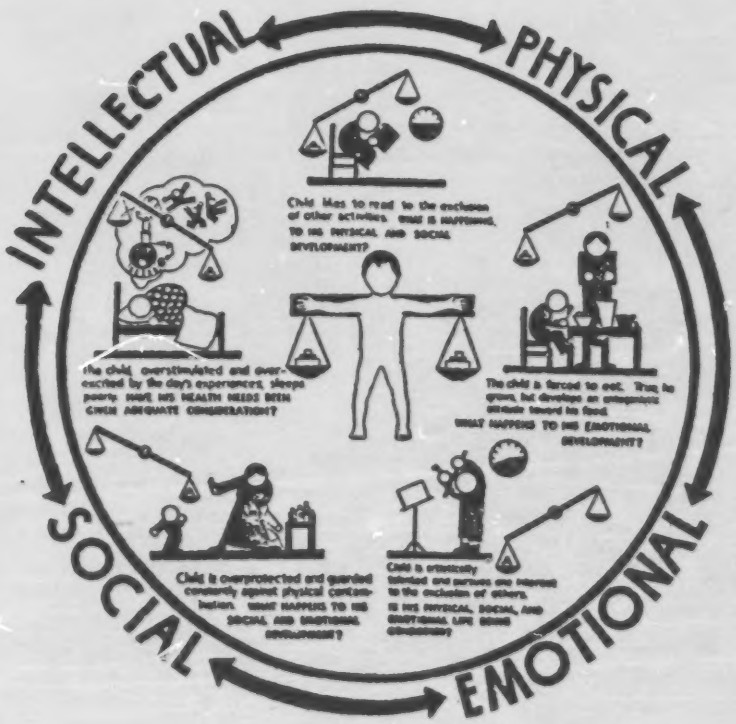
PHYSICAL DEVELOPMENT

INTELLECTUAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

SOCIAL DEVELOPMENT

Good! Continue to next exercise.



PRACTICE EXERCISE #2

Johnny was born with a bone condition that made it impossible for him to engage in roughhouse play with active 3- and 4-year-olds. His mother kept him restricted to the home, and would not allow him to play with children in the neighborhood. By the time he reached kindergarten his physical condition had improved so that he is able to attend public school. He felt at a loss with other children because he had no experience playing with friends. He retreated whenever a child came near him. Within a few days the other children began ignoring him, and he remained an outsider just watching the others in group play. In this instance we can say that interference in growth in the physical area has seriously interfered with his social development.

Practice Question #2

Complete the following:

Marie has severe anemia and must go directly home from school every day for a long rest. She is not allowed to play with her friends on the playground at noon hour. She is the only girl in the class who does not belong to a Girl Scout or Campfire group; so she feels left out of all of their games and conversations. She spends most of her time out of school reading or engaging in quiet and solitary activities.

We can say that impairment of _____ development has adversely affected Marie's _____ development.

The sentence should read as follows:

We can say that impairment of __physical__ development has adversely affected Marie's __social__ development.

PRACTICE EXERCISE #3

Richard is an avid reader and enjoys books far beyond his grade level. In pursuing Greek History he became fascinated by the place that physical fitness had in the "golden days of Greece." As a result, he embarked on a rigorous physical training program and gained skills in many sports. It is clear that his __intellectual__ level as reflected in his reading ability motivated him to practice physical skills that enhanced his __physical__ development...

Practice Question #3

Betty Lou is mildly retarded and is far behind her classmates in school achievement. Because she is sent to special classes, she misses the exercise and outdoor recreation periods that are designed to help develop physical skills. When she leaves school she sits in front of TV instead of joining the neighborhood children of her own age who are actively engaged in games that require practice and skill in running, jumping, and other motor skills.

It is obvious that Betty Lou's limited _____ development has in the long run adversely affected development of _____ skills.

It is obvious that Betty Lou's limited intellectual development has in the long run adversely affected development of physical skills.

PRACTICE EXERCISE #4

Billy has been told over and over again by his parents that he is stupid and can't do anything right. By the time he is put in a child care center at 4 years of age he is afraid to ask questions or try to discover anything for himself. He mainly watches other children in a detached way and tries to avoid the teacher and any learning activities that the teacher presents. We can say that his emotional development has been delayed to such an extent that he does not engage in mentally stimulating, problem-solving behavior, and that his intellectual functioning is also impaired.

Practice Question #4

Sasha has been helped to be an independent child, exploring actively in an environment rich in possibilities for learning experiences. His parents have attempted to answer his questions and have valued him as an individual. When he is in a new situation he is active, curious, and eager to learn. In this instance we can say that Sasha's feelings about himself are positive and that his _____ development has prepared him well to make use of his environment to reinforce his _____ development.

.....In this instance we can say that Sasha's feelings about himself are positive, and that his emotional development has prepared him well to make use of his environment to reinforce his intellectual development.

PRACTICE EXERCISE #5

Maria comes from a non-English speaking background and is the only "different" child in the first grade. The other children make fun of her halting language and do not include her in their games. As a result she not only feels left out of the group, she feels that she is "stupid." We can say that interference with her social development in her peer group is affecting a self-image and therefore is interfering with her emotional growth.

Practice Question #5

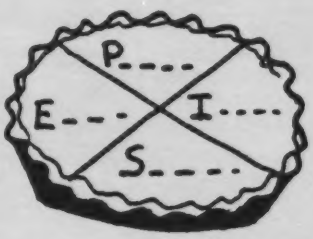
Jimmy has been over-protected by his mother and forbidden to play with children for the first six years of his life. As a result he feels ill at ease with other first graders and cannot handle their rough and tumble play. He hangs around the teacher and the rest of the class calls him a "sissy" and "teacher's pet." As the semester goes on he withdraws more and more from any peer group contact and begins to feel inadequate and unsuccessful.

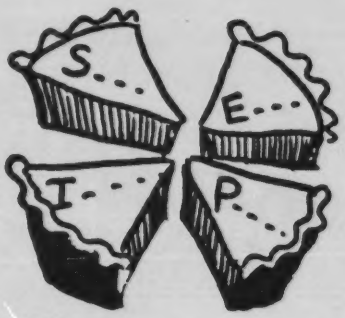
The lack of support in the area of _____ development is adversely affecting Jimmy's _____ development.

The lack of support in the area of social development is adversely affecting Jimmy's emotional development.

PRACTICE EXERCISE #6

You have successfully identified examples of interrelatedness of various areas of development. At this point you should see the "snowballing" where effect does not stop with one directional relationship. Review circular or dynamic effects illustrated in the diagram below:





Practice Question #6

Write four examples illustrated interrelatedness of various areas of development:

Did you cover the four areas: physical, social, emotional and intellectual, in your examples?

If you are unsure, please review the practice exercises before continuing on to the brief post-test on the following page.

POST-TEST

1. List four major areas of development: _____

_____

2. Identify developmental areas involved in the following examples by filling in blanks with appropriate letters as follows:

_P_ (physical) _I_ (intellectual) _E_ (emotional) _S_ (social)

(a) _____ affects _____ Betty Jean suffered severe brain damage in an automobile accident when she was 3 years old. She has not regained ability to speak and is diagnosed as being mentally retarded.

(b) _____ affects _____ Bill is in a high school which features athletics over academic endeavor and all student activities revolve around sports. Bill is self-conscious about being extremely small for his age and the limitations on his activities due to chronic asthma; therefore, he withdraws from contacts with friends.

(c) _____affects _____ Mary was an inattentive student who disliked school until she moved to a new neighborhood where she was befriended by a group of girls who were highly enthusiastic about entering the National Science Fair. She became enthusiastic about working with this group and became a highly motivated student.

(d) _____ affects _____ Nancy was neglected and abused an an infant-toddler. She was placed in a series of foster homes which only supported physical needs leaving her in her crib most of the time. By the time she was placed in group care at 4 years she was withdrawn and refused to communicate with either teachers or children, sitting in a corner and rocking back and forth all day.

3. Write a hypothetical case history demonstrating the dynamic interrelation between all four areas of physical, social, intellectual and emotional development in children:

ANSWERS TO POST-TEST

1. Physical

   Intellectual

   Emotional

   Social

2. (a) P affects I

   (b) P affects S

   (c) S affects I

   (d) E affects S

3. You must evaluate your case history to make sure that you have included all four areas of development and the relationship between the areas.

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AGING IS A MATTER OF TIME

By

Rochelle E. Stein, R.N.

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TITLE OF PACKAGE:	Aging Is a Matter of Time
AUTHOR:	Rochelle E. Stein, R.N.
INSTITUTION:	L.A. City College
INTENDED STUDENTS:	Public
ESTIMATED WORKING TIME:	30 minutes
MATERIALS NEEDED:	None
REVISED:	Nov. 15, 1977

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INTRODUCTION

You are about to learn what some of the normal signs are that accompany "old age," These signs are not necessarily locked into chronological age (how old you are;) they occur in different people to different degrees and at different rates. When they do occur in the uninformed person these signs are frequently mistaken as symptoms of disease.

We hope you will, consequently, not be unduly worried when and if these changes and/or signs occur in you. However, should they become troublesome or uncomfortable, you can get help in coping with them from your doctor.

Should you experience signs or changes not included here, you can ask if they are normal or not.

As you continue through this package, you will describe the lifetime factors that influence your rate of aging; identify changes in skin, vision, hearing, skeleton, heart and blood vessels, stomach and bowel, and muscle function. You will explain the effects of age on mental processes, describe normal sexual activity, and identify signs of aging in yourself.

Whether you are 40 or 60 or 80 years of age your body is different from other 40 or 60 or 80-year-olds. As you age, changes and signs occur in your body. How fast you age and how old your body gets depends upon many things. Some of these things are:

1. heredity (how fast and how much your parents aged.)
2. illnesses (if you have been healthy most of your life or if you have been sickly.)
3. nutrition (do you eat a well-balanced diet?)
4. occupation (is your occupation dangerous to your health?)
5. lifetime habits (do you smoke? do you get adequate sleep and recreation?)
6. physical activity (do you get regular exercise? do you lie around watching television most of the time?)
7. mental attitude (are you an unhappy person most of the time? do you dread growing older?)

Practice Question 1

What factors throughout your life influence how much and how fast you age?

If you answered any of the following you were correct:

Physical activity	Heredity	Nutrition
Mental attitude	Illnesses	
Habits	Occupation	

Look in the mirror and at the back of your arms. Does your skin look any different than when you were much younger? Some of these changes are normal.

1. Dry skin and itching - caused by less skin oils.
2. "Age spots" - flat, brown freckles from increased color deposits in the skin.
3. Wrinkles and sagging skin - due to less fluid in the skin and fewer cells under the skin. This also leads to loose gums in your mouth.
4. Cold hands and/or feet - because your skin is in less control of the heat in your body. This can also cause you to feel chilly even when it is not cold.

Practice Question 2

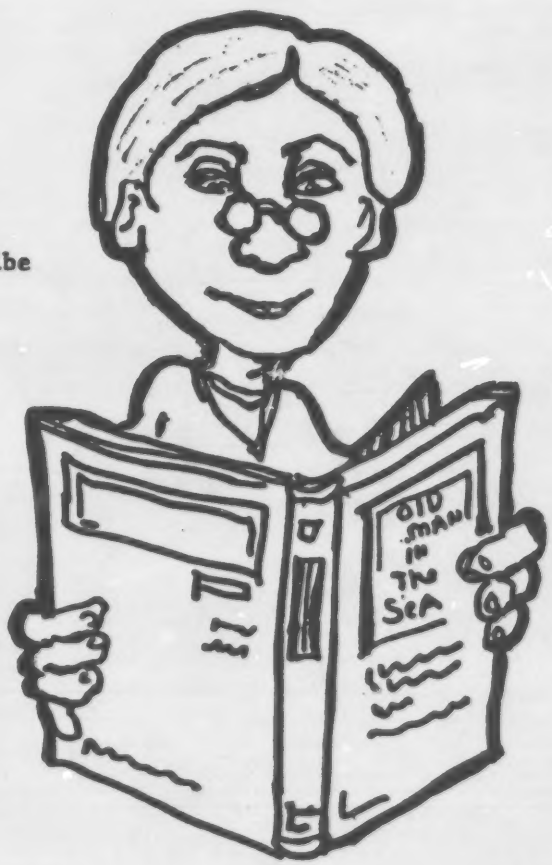
Now, can you list four normal changes that occur in your skin as a result of the aging process?

1)
2)
3)
4)

If you recalled four of the following, you did very well:

Dryness	Sagging
Itching	Coldness
Wrinkling	Loose gums in the mouth
"Age Spots"	

Are your arms getting shorter? Do you have to hold whatever you're reading further and further away? Do you need a brighter light to read by? Far-sightedness (difficulty in seeing close-up) and cataracts (dimming of eyesight) occur because of decreased blood supply to your eyes. When this happens in the ears, you can't hear as sharply. In fact, high pitched tones may be heard by you as bothersome noises.



Practice Question 3

Take a few moments now to describe how aging influences your:

1) Vision:

2) Hearing:

If you have described it correctly, your answer should have included:

Vision: Far sightedness
Dimming of vision

Hearing: Diminished sharpness
Hearing "noises"

Are you getting shorter? Do you have a little trouble getting up and out of an easy chair? When you get up in the morning does it take you a while before you can move with ease? These occur because of natural changes in your bones or joints. Your hard bones stop growing when you're young. Your soft bones, at the end of your nose and in your ears, continue to grow. Therefore, your nose and ears get larger with age, as does your chest. The pads between the bones in your spine shrink, causing you to get shorter. The fluid in your joint gets thick and may dry out. This can cause stiffness when you move. Your teeth are bones, too. The covering of your teeth (the enamel) gets thicker. That means you'll get less cavities.

Practice Question 4

Usual changes of your skeleton and muscles that can be identified as being due to aging are numerous. Please list four of them.

1)

2)

3)

4)

You are right if you answered any of the following:

Loss of height

Stooped posture

Stiffening of joints

Enlargement of nose and ears

Less chance of dental caries

Enlarged chest

Did you know that if you could lift 50 pounds above your head at 20, you could still do it at age 80? If you did it regularly throughout your life, you could.

Most people tend to exercise less and less as they age. Muscle tissue is then replaced by fat. Also, the blood supply to the unused muscles lessens. So, the strength of a person's muscles may remain the same, but muscle endurance (how <u>long</u> a muscle can work) declines.

<u>Practice Question 5</u>

How does aging affect how your muscles work?

My muscles will not be able to work for as long a period of time as before.

Now for your nervous system. Believe it or not, you can still remember and concentrate. The only difference is that it will take you longer to remember. You will respond more slowly. Also, you'll be slower in thinking. Given enough time, you eventually will remember where you left your keys last night.

Practice Question 6

What are the effects of aging on your mental processes?

Good answers should relate to:

slower responses

slower to think

takes longer to remember

Your heart is a muscle; like other muscles, its endurance lessens. Its work as a pump lessens. It pumps out less blood each time it beats. This slows down your circulation and your pulse gets slower.

Your arteries (the blood vessels that bring blood to feed your cells) harden and their walls thicken. This causes a gradual rise in blood pressure and slows down your blood flow.

The walls of your veins (the blood vessels that carry waste away from your cells) weaken and sag. Then, vein bulges are seen under your skin as varicose veins. With inactivity (such as standing or sitting a long time) the waste stays in the tissues of your feet, and they swell. This swelling can be relieved by lying down with the feet on a pillow.

Practice Question 7

Describe what happens, with age, to your:

1) heart:

2) Blood vessels: a.

b.

Correct answers could include:

1) Heart: heart muscle weakens; pumps out less blood each time it beats; slower pulse

2) Blood vessels: a. artery walls thicken; blood pressure gradually rises; circulation slows down

b. vein walls sag; varicose veins appear; mild swelling of the feet after sitting or standing for a long time.

As you age you may notice some changes in your stomach and bowels. Some of these problems are constipation, "gas," loss of appetite, or indigestion.

- Stomach juices lessen, which slows digestion.
- Spicy foods and stomach juices stay in your stomach longer.
- Food takes longer to pass through your intestines.
- It takes longer for waste matter to move out of your body.

Practice Question 8

Identify changes in your stomach or bowels that are considered to be "normal."

If you have none, good for you! You're younger than you think! However, normal changes would include:

Moderate loss of appetite

"Gas"

Constipation

Occasional indigestion

Sexual desire and function can remain unchanged throughout your entire life. If you enjoy the sex act frequently when younger, you will continue to do so - if a willing partner is available. Slowing down and loss of fluid do, however, take their toll in this area. You may need to substitute lubrication where fluids have diminished. Also, because of reduced response time, you may have to be more patient; it will likely take longer to reach a climax. If you were sexually inactive when younger, you will continue to be so. No ability maintained throughout life is lost, barring illness or disease.

Practice Question 9

Describe normal sexual activity of the aged.

"Normal" sexual activity is individually "normal" in relation to an individual's lifetime sexual activity. You may need to adjust to less fluids and slower response time. Patience may have to be practiced in reaching a climax.

Now that you've learned some signs of aging, how many can you detect in yourself? Some of you 60-year-olds may detect less signs than some 45-year-olds. Aging is a process - some age faster, some slower. It is hoped that if and when you recognize these signs you will not worry. You're not sick, you're just mellowing.

Practice Question 10

Identify some signs of the aging process in yourself that are not indicative of disease.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

No right or wrong answers. You may have 1 - 10 answers. These can include any signs in the exercises.

Now that you know a little more and maybe feel a little better about aging, please test your memory with the Self-Exam on Page 13 - 14.

The answers are on Page 15.

SELF-EXAM

Some changes that occur with aging are normal and do not necessarily indicate the presence of illness or disease. Let's see if you remember any.

1. Describe lifetime factors which influence degree or rate of aging.

   a. c.

   b. d.

2. Describe some skin changes you can expect with age.

   a. b. c.

3. Describe how age can influence your vision.

   a. b.

4. Identify ways that your hearing may change with age.

   a. b.

5. Changes in your bones and joints can cause what signs as you age?

   a. b. c.

6. Explain how the functions of your muscles are altered with age.

7. The main influence of aging on your thinking and memory is _____ _____.

8. Describe what happens to your heart with age.

9. How are your blood vessels affected by age?

   a. b.

10. Changes in your digestive tract can cause:

    a. b.

11. Describe what is considered to be a "normal" sex life for the elderly.

SELF-EXAM (cont'd)

12. a. Do you identify any signs of aging in yourself? No____ Yes____

b. Had these signs worried you in the past? No____ Yes____

c. Do these signs or changes worry you now? No____ Yes____

d. Do you find any of these changes or signs bothersome or uncomfortable? No____ Yes____

e. Do you identify any signs or changes in yourself that you thought were a normal result of aging but are not included here? No____ Yes____

If yes, will you seek medical advice to determine whether or not you have an illness or condition? No____ Yes____

I have found the information in this unit to be:

a. interesting____ important____ easy____
or or
b. boring ____ useless ____ [illegible] hard____

I would like to know more about aging

a. Yes ____

b. No ____

ANSWERS

1. Heredity, illness, occupation, habits, nutrition, physical activity, mental attitude.

2. Dryness, itching, "age spots", sagging, wrinkling, coldness, loose gums.

3. Far sightedness, dimming.

4. Diminished sharpness of hearing; some sounds become merely noise.

5. Loss of height, stooped posture, stiffening of joints, less chance of dental cavities, enlargement of nose and ears, enlarged chest.

6. Strength can remain constant with use, but endurance lessens.

7. Slowing down (of response, reaction time, and memory.)

8. Heart muscle weakens, pulse slows and heart pumps out less blood each time it beats.

9. Blood pressure gradually rises as artery walls thicken and circulation is slower; vein walls sag and appear as varicose veins; mild swelling of feet after standing for a long time.

10. Moderate loss of appetite; constipation; "gas"; occasional indigestion.

11. Whatever the individual's sexual activity was when younger is what it will be, or is, when older. The only differences are diminished fluid and length of time it takes to reach a climax.

HEALTH INSTRUCTION EXCHANGE
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A PROJECT OF THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

ACCEPTANCE OF DEATH

by

Nadine Eisen

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TITLE:	Acceptance of Death
AUTHOR:	Nadine Eisen
INSTITUTION:	East Los Angeles College
INTENDED STUDENTS:	Persons facing death in family
ESTIMATED WORKING TIME:	30 minutes
MATERIALS NEEDED:	None

FIELD TEST VERSION

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INTRODUCTION

A dying person has to pass through several stages in order to come face to face with illness and ultimate death. I will attempt to help you as a seriously ill person to try to approach death reasonably and comfortably, recognizing that death is simply a part of the life cycle. You will be encouraged to strive for the maintenance of hope, accept your feelings of denial, anger, rage, helplessness, impotence and depression.

The suggestions presented may not be acceptable or helpful for everyone. As one person wrote, "You can't learn about death by reading about it, you must experience it in the form of the loss of a loved one or in your own process of dying. If I were losing my life, reading material would not be too helpful." If you feel this way, the following material will be of little assistance to you.

If, on the other hand, you are now facing what all people everywhere MUST face - your own death- then you may wish to read this material and utilize its ideas. It is designed just for you.

I would like to share with you during this critical time some information worth knowing.

Several studies have indicated that positive thought processes in the brain have a direct influence upon the human body. One study revealed that chemicals are released from the brain cells that effect functioning as well as the healing processes in the body.

Ways in which you may develop a positive frame of mind can be any or several of the following:

Having or developing an active religious belief.

Talking with a counselor, the spiritual leader of your particular faith, or other professional in whom you can confide.

Recognizing and appreciating nature, seeing, perhaps for the first time, the natural happenings in your immediate surrounds, such as an opening of a rosebud, the movement of a hummingbird, or the complex engineering of a spider web.

When hope seems elusive, you may think in terms of previous experiences when a situation seemed insurmountable and yet you were successful.

Sharing your fears with a loved one or friend.

1. Can you describe one or two things you might do to attempt to maintain hope and faith? You may choose some of the above ideas, or a new one!

   1)

   2)

   3)

   Are you willing to try any of the above?

   Yes _____ No _____

Feedback

I hope you were able to think of one or two things you might do to maintain a more positive approach and real hope in your situation. To review briefly, the ones we mentioned were: relying upon religious belief; talking with counselors; appreciating nature; relying upon previous successes; sharing fears with loved ones.

Many people, when told they have a serious illness, react with shock and denial. If a family member is ready and willing to listen to you as a seriously ill person, you may then be able to drop your denial and quickly talk about your situation. You may find yourself reacting angrily to the fact that you are dying by saying "No, not me." Frequently your next question is "Why me?" You should be allowed, even encouraged, to express these feelings. In expressing such reaction feelings you will arrive at a more comfortable emotional state even though an answer cannot be given to you.

2. If seriously ill, there are several ways you might react to your feelings of anger and rage. Check the ones that you plan or intend to try to do in the future.

_____ a. Write out your feelings of anger to the question "Why does this have to happen to me?"

_____ b. Openly express anger to a loved one or family member.

c. _____ Talk about your feelings to someone.

d. Write a better plan here.

Feedback

Hopefully you were able to check one or more ways to openly express your anger and rage. All those listed - a. b. c. d. - would be helpful. Stop and do one of these now or sometime this week. See if it helps you to feel more comfortable about your situation.

PRACTICE EXERCISE #3

When you are seriously ill you are in the process of losing what other people represent to you - life. Functioning processes eg. pep and energy which are observed in your children, family members or the hospital staff, are often resented. I know of one case where the person began to recognize his angered feelings, talked about them, and made an effort to find enjoyment in what his loved ones and friends were doing. Another person expressed her feelings in very minimal art creations. Still another began to keep a journal and express his feelings and keep observations in writing.

3. How will you accept your feeling of helplessness and impotence? Check the items that apply to you:

_____ a. I will express resentment when I feel it.

_____ b. I will try to enjoy the activity and strengths of others.

_____ c. I will make an effort to accomplish one small satisfying task each day.

_____ d. Write a better method here:

Feedback

Were you able to check any items? I hope so. If not, work on developing a simple plan of action to use when you feel overcome by your feelings of helplessness or impotence. Use it. See if it works to make you feel more comfortable.

PRACTICE EXERCISE #4

If you are seriously ill you have a right to grieve over the possible loss of your life. If a person loses a loved one through death everyone acknowledges his right to grieve. A dying person is not only losing one friend, he is losing everyone he has ever loved and everything that has been meaningful to him. If the dying person can grieve and prepare himself slowly, if necessary cry, he can eventually separate himself. He may reach a point where he wants only one or two persons near him. It is at this point that he reaches a point of acceptance, not resignation.

4. Give two examples in your own words of what you plan to do to deal with your depressed feelings in the future. Your ideas may have come from me, or they may be your own. What is important is that you select a plan which you think would work for you.

a.

b.

Feedback

You might have said a number of things. Here are a few:

a. talk to someone.

b. accept your reactions to guilt and understand them.

c. write out your feelings.

d. engage in creative activity.

e. accept your need to cry.

PRACTICE EXERCISE #5

People see many different meanings in death. If you are at peace and comfortable with your own meaning of death, this is the best that can be expected. Many dying patients relive experiences from their past life. You may remember incidents and people important to you and attempt to summarize the value of your life and search for meaning. Important memories and moments with loved ones are most helpful to many people in the final stage of life. The final stage may be viewed as the last one having begun in your mother's arms, and continued as you crawled, walked, explored on your own, moved into adulthood and advanced to the final exploration.

5.a. Do you agree that death is a real part of the life cycle?

Yes _____ No _____

b. Are you willing to summarize the value of your life and relive past experiences to search for meaning?

Feedback

I hope that you realize that death is a normal part of the life cycle and were able to say yes to the first question.

Summarizing past experiences helps to develop a sense of meaning to life and helps in accepting the final stage of life. Therefore, I hope you also said yes to the second question. If so, you should find a time to relive moments in your life as soon as you can. Stop and let your memories wander. Search for patterns, insights, new ways to view these events. Find the special meanings behind these events. They will be personal and unique, like no one elses.

CONCLUSION

Hopefully, if you follow the suggestions in this unit, you will accept your true feelings about death and really see that it is simply a part of life, just as the process of birth is part of the total life cycle. You should also, by following your plans, learn to live more comfortably with yourself as death approaches.

Some people may find that they need to reread this unit several times. The ideas in it are deceptively simple, so come back to it as often as necessary. But do follow your plans. They should make a difference.

On the next page is a summary of some of the major ideas in this material. See if you can remember what you read by trying to answer the questions.

POST-TEST

1. What are some things you might do to attempt to maintain a positive mental state?

   Are you willing to try any of the above: Yes _____ No _____

2. There are several ways you might react to your feelings of anger and rage. Check the ones which you plan or intend to try to do in the future.

   _____ a. You will write out your feelings of anger to the question "Why does this have to happen to me?"

   _____ b. You will openly express anger to a loved one or family member.

   _____ c. You will talk about your feelings to someone.

   _____ d. Write a better plan here:

3. How will you accept your feeling of helplessness and impotence? Check the items that apply to you:

   _____ a. I will express resentment when I feel like it.

   _____ b. I will try to enjoy the activity and strengths of others.

   _____ c. I will make an effort to accomplish one small satisfying task each day.

   _____ d. Write a better item here:

4. Give two examples in your own words of what you plan to do to deal with your depressed feelings in the future.

   a.

   b.

5. a. Do you agree that death is a real part of the life cycle?

   Yes _____ No _____

   b. Will you try to summarize your life or relive moments of it to search for its meaning and value? Yes _____ No _____

ANSWERS

1. I hope you were able to think of one or two things you might do to maintain a more positive approach and real hope in your situation.

2. Hopefully, you were able to check one or more ways to openly express your anger and rage.

3. Were you able to check any items? I hope so.

4. You might have said a number of things. Here are a few:

   - talk to someone
   - accept your reactions to guilt and understand them
   - write out your feelings
   - engage in creative activity

5. I hope that you realize that death is a normal part of the life cycle and that each person's life will have its own special meaning.

ANSWER SHEET FOR PRACTICE QUESTIONS

1. 1)

2)

3)

2. _____ a. _____ b. _____ c.
d.

3. _____ a. _____ b. _____ c.
d.

4. a.

b.

5. a. _____ Yes _____ No
b. _____ Yes _____ No

ANSWER SHEET FOR POST TEST

1. _____Yes _____No

2. _____a. _____b. _____c.

   d.

3. _____a. _____b. _____c.

   d.

4. a.

   b.

5. a. _____Yes _____No

   b. _____Yes _____No